



Quick Numbers

Administrator

1 (Kathleen L. Webb)

Certified teachers

73

Support staff

5.5

Most log-ins one day

January 30, 2011: 8,856

Budget per year

\$2 million

Full-time equivalent students

Jul 2009 - Jun 2010: 663

Students with credit past 6.5 years

32,834

HIGHEST FOUR CONSECUTIVE QUARTERS

Jan 2010 - Mar 2010

4,509 quarter credits

Apr 2010 - Jun 2010

6,786 quarter credits

Jul 2010 - Sep 2010

4,524 quarter credits

Oct 2010 - Dec 2010

3,272 quarter credits

Statewide Online High School

Quick Facts

Student-body

EHS has students in classes year-round. Students come from public and charter schools, home-schools, and adults. Teachers teach all quarters of their classes concurrently and students are at all stages in each class - from just starting to just completing the class (open entry / open exit). Students work at their own pace.

Instruction

The curriculum is developed by Utah teachers and uses written instruction, Internet resources, and custom media files. Licensed teachers give feedback to student work and custom instruction as needed.

Contribution to the community

Excepting the assessment items, the EHS-developed curriculum carries a Creative Commons license - making class curriculum freely available for use by other teachers in non-commercial schools. EHS has an iTunes U site where an increasing number of EHS and other state K-12 resources are available for use on mobile devices.

STUDENTS

"I have taken one semester class and am currently working on my next one. Thanks to EHS I will have the privilege to graduate early from high school."

Digital Photography Q2

"Due to an increased workload from my high school IB classes at Clearfield High, I was unable to complete the assignments on time to submit them within 30 days. This is the final .25 credit I need to graduate."

English 09

"Your classes are hard but they have helped me in my other classes at school. I got "A"s on essays for science and history classes last year."

English 10, Algebra II, Fitness for Life, Chemistry

"[Our son] will be attending school in Taiwan as a foreign exchange student for fall semester 2010. In order to receive credit for his core classes he is taking them via EHS."



**More than 330 classes
available 365 days a year**



WHOM WE SERVE

EHS SENIOR ENGLISH

This sample was compiled from the "About Me" assignment in one of our three **English 12** courses. The teacher asks students what grade they are in and when they plan to graduate--not all of them choose to share that information with the teacher, but for those who have recently, the numbers are: 143 seniors, **92 juniors** and 9 sophomores.

Of those students, 102 say they are working toward graduating early. The teacher recently granted credit at least 25 times for juniors who are graduating early and 21 times for seniors who have report they are graduating early. Most seniors who are taking senior English from EHS plan to graduate on time in May of their senior year.

Other interesting numbers:

Twelve students are mothers; 6 are post-high school age; 4 mentioned that they are also concurrently enrolled in college or trade schools; 6 are doing their schooling entirely at home because they are working through mental illness or family problems; and 4 are resource students and just need more time to complete their classes.

EHS has required 4 years of English since 1996 for students on the EHS graduation track.

Serving Utah students since 1994 Utah Electronic High

The Electronic High School, Utah's first and biggest on-line high school, celebrated its sixteenth anniversary this past October. Many Utahns may be surprised to hear that Utah has been a national leader in on-line education. Because the EHS is a public school, under the auspices of the State Office of Education, it has no advertising budget. You won't see it touted on highway billboards or website banners, but it was one of the earliest, and is still one of the biggest, public on-line schools.

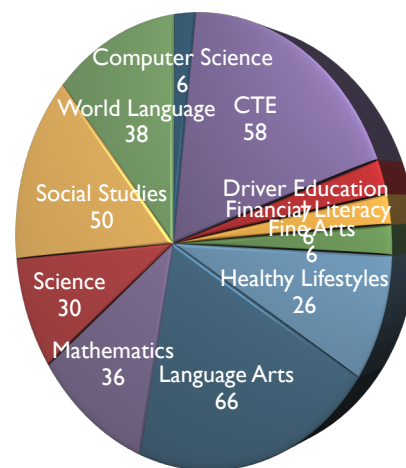
Back in 1994, forward-thinking Utah educator Richard Siddoway had the idea of offering high school classes over the computer. Most other states were still debating whether to have computer labs in their schools, but in Utah, the first two classes were already coming on-line.

Fast-forward to 2010. Twenty-seven states plus the District of Columbia have followed Utah's lead and have state online schools. Utah students can take any class they need for graduation on the Internet, free. Many schools, facing ongoing cuts in summer school funding, use EHS classes for summer school. Thousands of students turn to EHS classes to make up failed classes or to move ahead toward early graduation. Students who want to take extra electives, AP, or concurrent enrollment college classes can make room in their schedules by taking some required courses on-line with EHS. Most EHS classes require no textbooks, and one

school district and one

charter are using EHS curriculum for local classes.

The EHS, like all Utah public schools, works hard to provide needed services. The EHS operates through a free, open-source interface, saving more than a hundred thousand dollars a year over the cost of using similar commercial products. Because the EHS has been developed here in the state, its curriculum is tailored for Utah's Core Curriculum.



Currently, along with on-going projects to improve course material and add more classes, the EHS is looking ahead again – this time, to the day students will want to access their classes from their cell phones and other portable devices.



Accredited by Northwest Accreditation Commission since 2000

Services available to all LEAs, Charter schools, home schoolers, and adult learners

Utah Code Reference(s)

Section 1001 - 1006 of 53A-15

State Board Rule Reference(s)

Rule R277-725, R277-604-5 and R277-419-1

State Funding (FY 2010-2011 Legislative Estimates)

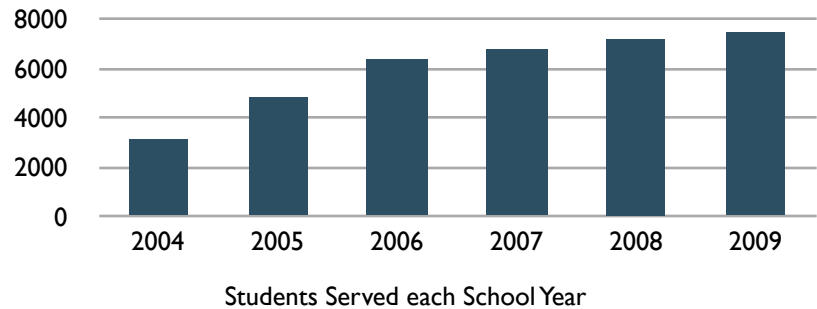
\$2,000,000

Q&A

Utah Electronic High School

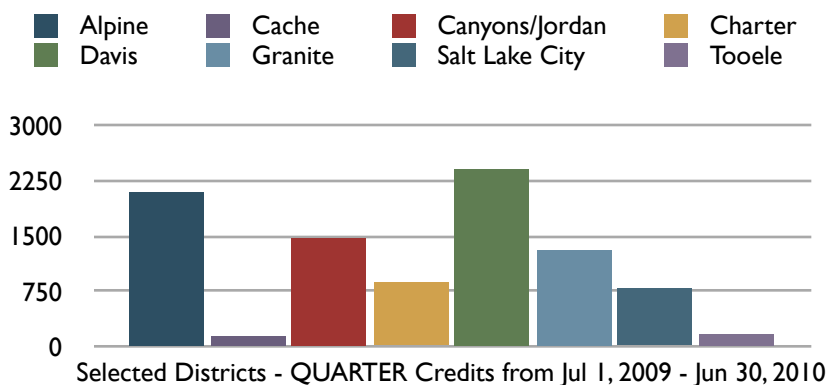
Almost 87% of the annual EHS allocation pays teachers and specialists. EHS provides an increasing number of credits to Utah students.

Since its inception in 1994 over 33,000 students have earned credit at EHS. In SY 2009, almost 7,500 students earned EHS credit.



EHS serves students year-round. We divide our "school-year" at the end of June. Students continue to work on their classes all days of the year.

Students can take as many credits as they need and have time to do. In SY2009, almost 6,500 students earned almost 16,000 quarter credits. That translates to almost 4,000 full credits. This makes EHS the equivalent of a 660 student high school.



UTAH ELECTRONIC HIGH SCHOOL (EHS) – FACT SHEET

EHS Description

1. **7,238 unique students** in 2009/2010: High performing students, alternative students, and adults
2. Student-body full-time equivalent (FTE) about the size of a **3A** school - 650 full-time-equivalent students (assuming 6 classes a day and 4 quarters a year)
3. **Fully-accredited** by NAAS since 2000 with 73 Utah-certified teachers
4. Full high school curriculum: 64 courses (**320** quarter classes going on every day all day long). Class content delivered via open-source software.
5. Open for enrollments year-round. Rolling enrollments - students can **begin any quarter class** at any time. (This is a big part of the EHS secret sauce.)
6. Offers a high school diploma and an adult high school diploma.
7. One of the original state-sponsored online high schools. Established 1994 by Representative Richard Siddoway. Developed in response to Governor Leavitt's **challenge to think differently** about education.

EHS Supports State Laws, Easing Burden of Districts

1. Two years ago, 26% of EHS' quarter credits were Financial Literacy two years ago; last year **28%** of quarter credits were Financial Literacy (equivalent to 2,131 students or **5.5% of Utah's 38,491** seniors)
2. **5%** of EHS credits were Driver Education 2008/09; **5.6%** in 2009/2010
3. EHS provides no-cost-to-students and no-cost-to-districts coursework as required by state law (in state code: Title 53A; Chapter 15; Section 1001-1007)

EHS Budget Per Student (2009/2010)

Electronic High School = \$3,060 per FTE student

Who's Using our Electronic HS?

1. High performing students who want to gain core credits electronically in order to take specialty electives at local school.
2. Students whose parents want additional choices in teacher or class selection
3. Students wanting to graduate early or on-time using EHS for credit recovery
4. Home-schooled students
5. Adults seeking high school diploma

Completion Ratio

1. About 55% of class starts produce a passing credit for the student. A "class start" means the student completed at least 2 academic assignments in the class. A passing credit does not include failing grades or incompletes.

Unique Benefits not offered by Traditional Schools

1. iTunes U site
2. Online curriculum available to all; released with Creative Commons license in July 2009
<https://share.ehs.uen.org/view-all/>

Additional Curriculum Development

1. AP English, AP History; Spanish II; AP Biology
2. New Geometry course this year.



Course Catalog

FINE ART

Art Foundations II (0.5)
 Art History and Criticism (0.5)
 Music Aesthetics (0.5)

COMPUTER EDUCATION

Computer Programming - C++ (1.0)
 Computer Programming - Java (0.5)
 Computer Technology (0.5) *

HEALTHY LIFESTYLES & PHYSICAL EDUCATION

Fitness for Life (0.5) *
 Health Education II (0.5) *
 PE Individual Skills

LANGUAGE ARTS

English 09 (1.0) *
 English 10 (1.0) *
 English 11 (1.0) *
 English 12 (1.0) *
 Journalism (0.5)
 Sports Literature (1.0)

MATHEMATICS

Calculus (1.0)
 Elementary Algebra (1.0) *
 Geometry (1.0)
 Intermediate Algebra (1.0)
 Pre-Algebra (1.0) (counts as an elective)
 Pre-Calculus (1.0)

SCIENCE

Astronomy (0.5)
 Biology (1.0)
 Chemistry (1.0)
 Earth Systems (1.0) *
 Human Biology (1.0)
 Physics (1.0)
 Principles of Technology (1.0)

SOCIAL STUDIES

Geography for Life (0.5) *
 Navajo Government (0.5)
 Psychology (0.5)
 Sociology (0.5)
 U.S. Government & Citizenship (0.5) *
 U.S. History II (1.0) *
 World Civilizations (1.0) 0.5 required *
 World Geography (Geography II) (1.0)

WORLD LANGUAGES

French I (1.0)
 French II (1.0)
 German I (1.0)
 Japanese I (1.0)
 Latin I (1.0)
 Latin II (1.0)
 Latin III (1.0)
 Navajo I (1.0)
 Spanish I (1.0)

CAREER AND TECHNOLOGY

Adult Roles & Responsibilities (0.5)
 Advertising and Promotion (1.0)
 Business Communication (0.5)
 Business Law (1.0)
 Business Web-Page Design (0.5)
 Child Development (0.5)
 Digital Photography (0.5)
 Food & Nutrition I (0.5)
 Food & Nutrition II (0.5)
 Food & Science (0.5)
 Horse Management I (0.5)
 Horse Management II (0.5)
 Interior Design I and II (1.0)
 Medical Anatomy & Physiology (1.0)
 Pre-Engineering (0.5)
 Principles of Technology (1.0)
 Sports Marketing (1.0)
 Teen Living (0.5)

FINANCIAL LITERACY

Financial Literacy (0.5) *

OTHER

Driver Education (0.25)

BEING DEVELOPED/REDEVELOPED

AP English
 AP US History
 AP Biology
 Spanish II

Our mission is to educate, remediate, accelerate, and graduate Utah's diverse learners with caring, qualified teachers using current technology to provide rigorous curricula, timely access to quality online instruction, and prompt professional feedback to student work.

Student Voices - Utah Electronic High School

Students needing credit recovery

"[Our son] was removed from private school due to failing grades. He needs to catch up and get back on course so he may graduate with his class of 2012." *[parent of Junior]*

"I just wanted to let you know that your math course has made a huge difference in my daughter's life. She was ready to give up on school until she found out that she could take your course and get caught up with the credit she needed. Since she passed your course she has gone back to school and will now graduate from her school with honors this year. Thanks again, ehs has been a life saver for our family." *[Parent of Algebra I student]*

"I finally touched base with my counsellor, and I'm happy to report that as long as my finals go well tomorrow, I'm Graduation Bound. ... I really, really appreciate all of that. I'm so glad that even though I screwed up, and procrastinated on getting it fixed, that I still had a chance- providing I was willing to work- to fix it.

[T]hank you, for giving comments, and grading according to the individual- a lot of my teachers at the High School don't do that. It's incredibly helpful to get your thoughts on my work. It makes me feel like the stuff I write is actually worth something, rather than just an assignment that everyone gets full credit for, just by doing it. And, you know, I actually learned a lot from this class. At first, I didn't think I would, being a Senior in High School with English Honors and straight-A's under my belt, but I really got to re-evaluate my skills in all sorts of areas, along with going over the basics in more detail." *[Senior making up credit for English 9]*

"Its hard to believe someone who likes writing as much as * could flunk English, but traditional school, with its deadlines and points-off-for-every-day-late, is difficult for him. Combine that with his natural talent for losing things, and it was a true disaster. ... The structure (or lack thereof) of the EHS has been good (he really thrives at working at his own pace), but your creative assignments and interesting units, coupled with the reading material, have really been delightful for *, and made him really think. Thanks for being such a good teacher!" *[English 9]*

"I'm very glad I have the option of taking online classes at EHS because I was home schooled during my ninth grade year, and the high school I now attend would not recognize anything I did at home as a credit. This put me behind the curve for

graduation, but because I can take classes online, I now have a way to obtain the necessary classes."

Students with college scholarship aspirations

"The reason I took Sociology from EHS is mainly because I only need one half credit more of Social Science to qualify for the Regent's Scholarship! I usually do an assignment on each school day. The assignments written are easy to understand and take some thinking to complete. It isn't just busy work like I how feel many classes at the High School are. Mrs. Sanders grades my work within a few days of completion and provides great feedback!" *[Senior]*

"I just wanted to let you know that I received my scholarship and everything worked out great! Thanks again for all of your work. I really appreciate you and your willingness to care about your students and help them out." *[Student had received a scholarship opportunity, and had to complete a required English class in a shortened time period.]*

"I would consider myself a student who "got it" academically. I maintain a 3.97 GPA, scored 33 on the ACT, and was selected as my school's Sterling Scholar in the category of English. In addition to AP and honors classes, Independent Study through BYU, and summer courses, I've been supplementing my education through Electronic High School. I'm aiming toward the Regents' Scholarship, which requires a pretty strict curriculum, and I found it difficult and in some cases impossible to fit all the classes into my schedule without conflict. I decided to take three classes through EHS— financial literacy, psychology, and sociology— and so far I've had no regrets. I've been able to get assignments done quickly and on my own time, but I really do feel that I'm learning just as much (and even more in some cases) than I would in a regular classroom. ... EHS is a program that's helpful to students of all backgrounds, and it's an opportunity I'm truly grateful for." *[senior]*

Students who are working to graduate early

"Because of EHS, I will be able to graduate four months early and get going on college credits. I have loved working through EHS and being able to work at my own pace. I really love that I have had to learn to discipline myself and work hard and study. I feel like it has really helped me prepare for college. EHS

kind of saved my butt, no lie. It started out as an alternative to get caught up, and then it turned into a tool to help me grab my diploma early!! Can I get a booyah!? BOOYAH!! I was able to do classes through EHS full time and not even step into the high school. That is awesome. EHS, I LOVE YOU!!!!" *[enthusiastic student]*

"I know it may sound weird but I feel like I have gained a good amount of work ethic after completing this first quarter. There was something like 20 assignments and at first that was really overwhelming. But after realizing all I needed to do is just get it done I was finding myself getting through the assignments faster and more efficient. I now feel as if I have turned a new corner with my education." *[Senior - graduated early to accept an athletic scholarship]*

"My experience with quarter 1 English has been great. . . . [T]his class has prepared me better for college. I am taking 4 classes online plus going to normal high school so my work load is huge. I'm trying to graduate early so I can begin going to college in the fall. It is a lot of hard work but to me it's worth it. In conclusion, I am very happy that I have taken this online course. I have very pleased with how I've done. English isn't my top subject but I like it more now and enjoy doing it." *[Junior - will graduate May 2011]*

"Ehs is a program that encompasses dedicated teachers and students to work together in rigorous courses. My EHS experience has helped me a great deal in finishing needed credits, that were generally very time-consuming. Some examples included Financial Literacy, Health, Child Development, Geography, Teen Living, Web Design, and so on. This opportunity of finishing these classes online has further aided me in finishing a majority of my credits by the end of sophomore year. Due to that, I will be graduating at the end of my junior year, and starting freshman year of college as a 16 year old."

Students taking class unavailable at local school

"It all started when I was told that my class had been canceled. They told me that there were not enough people that signed up for the class and so I would have to drop it. I decided I was okay with that, but now I didn't have any other classes to choose from. That is when I turned to Electronic High School. Happiness overwhelmed me when I found out that I could take English 12 online and get the credit that I needed so I could graduate." *[Senior--will graduate May 2011]*

Students with disabilities or learning challenges

"The main thing that I had learned in the English 12, first quarter is how to express my feelings about something into a text! That is such a *beauteaful* thing. Because of that, I can analyze me feeling on a 'piece of paper.'" *[Recent immigrant from Russia]*

"My name is *. I am taking this class becuase I have health problems that have [kept] me [from] attend[ing] r[e]gular high school."

Students on a career path

"Electronic High School has been both challenging yet exciting. I enjoyed the effort and time I needed to put into this course. It was something I did not know what to expect and challenged me to learn from my writing mistakes. It wasn't like I could just do an assignment last minute, hand it in and hope that I would receive a grade. I had to work towards my grade and by doing so I learned that even when I put my best effort forth I could always learn and fix the mistakes I needed, in order to understand what I did wrong." *[Senior - Also enrolled at Snow College in CNA program - Second language speaker]*

Students with family and health struggles

"* is sick and has been for the last couple of days. He needs to take today off from school but will resume his studies tomorrow. He's been very excited about his classes and will be turning in assignments by Wednesday. Thank you for your help and comments to him. It's the first time in a long time that he feels confident about school." *[English 9]*

"My name is *, and I am a senior. I was recently withdrawn from * High School for bad attendance (which isn't my fault--I had very severe depression), so I have to do online school for the second quarter to get back on track to graduate, and then I can go back to * High School for third quarter."

"I am 16 years old. I am a junior at * High school. I am taking 4 quarters of English 12 from EHS and am trying to graduate with the seniors of my school in 2011. The reason I am graduating early is because I am expecting a baby girl in the month of May." *[Junior]*

Students who need a flexible schedule

“English is such an important subject and I feel like I have learned a lot from this first quarter. I better understand myself and what I value. I enjoy reading and writing more than I ever have before. My family has become the most important thing to me and I would do anything for them. This quarter of English has taught me about reading and writing, but more importantly it has taught me about myself” *[English 12 requires students research their family]*

“I like EHS very much. I can take classes that I couldn't fit into my regular high school. EHS lets me get ahead on credits. The teachers always give good feedback on assignments and grade them very soon after they're submitted.”

Students needing classroom choices

“Thanks so much for all that you have done this past year for me with my experience in English online! I have never really enjoyed English that much and never have really been good at it but this year everything has changed a bit. I was telling someone just a week ago that I have actually enjoyed English this year and that is a real shock for me! Thanks again for everything! This has been a positive experience!” *[English 9]*

“I knew his reading and writing skills were nearly college level, so I let the eighth grade slide. However, prior to the 9th grade, I interviewed the high school's English teachers and I made sure * got the most serious teacher available. Nevertheless, in 9th grade *'s work was returned to him with no comments to help him understand how to improve. Because his work was so advanced, the teacher didn't feel comments were necessary. Therefore, he was stagnating in her class. Fed up, I started looking at home schooling again as an option. When I presented my dilemma to the high school counselor, he suggested we use EHS English to quickly move * ahead a grade or two so he would be working at a more challenging education level. To our surprise, not only has your class proved to be challenging enough, but due to your skill as an educator, * has found the teacher of his lifetime on the internet.” *[Mother of English 9 student]*

“I believe the EHS has given me a great opportunity to play sports at my local high school. When scheduled to attend different sporting events I would miss the class. This has given me the opportunity to learn at my speed and use the internet and current event tools to answer questions in the class. I have been able to learn a lot about geography and the teacher has been so willing to help and respond quickly to assignments and questions I may have. I am hoping to take another EHS class next year.”

Students supplementing their regular school classes

“I wanted to write a quick note to thank you for all your work with*. English is not his favorite subject, but he learned a lot from your class. He especially learned to love poetry. When he started the poetry unit he complained a lot about having to do anything with poetry. Yesterday, his younger sister tried to complain about having to do a sonnet in her English class and Preston told her she was going to love it.” *[Mother of English 9 student]*

“The reason that I decided to take a online EHS class was because I needed to have room in my school schedule so I could make the requirements for a scholarship. I have really been grateful for these online classes. The online classes have been so helpful in helping me get all the classes that I have needed to take.”

Students with involved parents

“Thank you for the course you have created. As a parent, I appreciated the content, the flexibility, and the structure. You have been wonderful to work with. * and I have both appreciated your timely feedback.” *[Parent of English 9 student]*

“You are an awesome teacher! I have noticed how you explain things to * in your emails-- as if she was right there next you, and you were talking to her! She feels like she is your student, not just some name and that you don't know who she is. She knows you know her! That is amazing!

I appreciate you taking the time to help her learn and to help her understand what she did wrong. I believe that through the Electronic High School a student (*) can actually get more one on one time with the teacher and learn more. I also believe it gives them real life experience to have to go back and fix things. That is what you have to do it life.

Adult students

“I have felt so touched by your enthusiasm and kindness toward me as your electronic student, expressing interest in my life and offering help, advice, and education. Because of what I achieved with you in Earth Systems, I can feel that much more confident approaching the Science section of the GED test and embarking on the rest of my life.”